

# វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION

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NEW GENERATION PEDAGOGICAL RESEARCH CENTER



ការយល់ឃើញរបស់គ្រូបង្រៀនឯកទេសសីលធម៌ពលរដ្ឋថ្មី

ចំពោះការប្រើប្រាស់វិធីសាស្ត្របង្រៀនតាមបែបនិរន្តរ

ករណីសិក្សា៖ វិទ្យាល័យគោកព្រីង ជំនាន់ថ្មី

Moral Civics Teachers' Perceptions of Inquiry-based Learning:  
Case Study at KoukPring New Generation School

A Mini-Thesis  
In Partial Fulfilment of the Requirement for  
Master's Degree of Education in Mentoring

Soeng Kimseng

December 2022

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Moral Civics Teachers' Perceptions of Inquiry-based Learning  
A Case Study at KoukPring New Generation School

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## **មូលនិយមសង្ខេប**

បទពិសោធន៍និងសមត្ថភាពក្នុងការប្រើប្រាស់វិធីសាស្ត្របង្រៀនគឺជាកត្តាសំខាន់មួយក្នុងការរួម  
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## **ABSTRACT**

Experiences and abilities in using teaching methodology are the best ways to improve teaching and learning Moral Civics. This study aims to investigate the teachers' perception on the use of IBL that focus on challenges that moral civics teachers face in their teaching and to find out appropriate way to solve to help improve their teaching and learning. A qualitative research design was employed in this research. In this qualitative research, the researcher used the case study method to contextualize the research within the real-life environment in Kouk Pring High School. Interviews with questions guide were undertaken with all teachers of Moral Civics who taught students with IBL. The result found that all moral civics teachers at Kong Pring High School implement IBL in their teaching. They all get the knowledge on IBL from different sources such as National Institute of Education, Regional Pedagogical Center, early academic year training at their school, workshop, school-based mentoring program, and so on. At the same time, they also face some problems in using IBL, such as the problem of knowledge on IBL, a limited amount of time in applying in class, teaching only the important contents not the whole lesson (teaching only important concepts of the lesson, less important points or concept ask students to read and learn more by themselves), and students with unequal levels of knowledge. They suggested that IBL is good and suit for implementing in teaching moral civics. Yet, teacher should be well prepared.

**Keywords:** IBL, Challenges of IBL, Moral Civics, Methodology, Teachers' perceptions

**SUPERVISOR’S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

Name of program: Master’s Degree of Education in Mentoring

Name of candidate: SOENG Kimseng

Title of thesis: Moral Civics Teachers’ Perceptions of IBL: A Case Study at KoukPring New Generation School

This is to certify that the research carried out for the above titled master’s thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): Phe Saorith

Supervisor (Sign): .....

Date: .....

## CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “Soeng Kimseng” hereby present entitled “Moral Civics Teachers’ Perceptions of IBL: A Case Study at Kouk Pring New Generation School” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): SOENG Kimseng

Date: .....

Countersigned by the Supervisor: PHE Saorith

Date: .....

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### **List of Abbreviations**

**MoEYS** : Ministry of Education, Youth and Sport

**IBL** : Inquiry Based Learning

**NGS** : New Generation School

**NIE** : National Institute of Education

**RTTC** : Regional Teacher Training Center

**KAPE** : Kampuchea Action to Promote Education

## **CHAPTER 1: INTRODUCTION**

### **1.1 Background of the Study**

In modern world of 21st century, most countries in the world are facing many challenges in training students to acquire the full knowledge and skills that is needed in 21st century education. The transmission of knowledge from teachers to students and the promotion of students' independent learning and self-expression are seen as the purposes of education (Bar-Yam et al. 2002). According to Chu et al. (2016) show some of the components of 21st century education: core knowledge, critical thinking and problem solving, communication, collaboration, innovation, knowledge, information technology, and leadership. In order to train students to acquire all these skills, the Ministry of Education, Youth and Sports (MoEYS) has been preparing all aspects of education reform to ensure a quality and responsive education in the 21st century such as organizing training and retraining of teachers at all levels, with a particular focus on basic knowledge, teaching methods, technology and lesson research, as well as developing a better curriculum with reinforcement on learning and exams. In particular, MoEYS has established a series of new generation schools to play a part in addressing these challenges by improving the quality of teaching and learning. According to Hang Chuon (2021), the New Generation School is an autonomous school with high investment, accountability, good governance and high professional standards for 21st century education. In fact, the new generation of schools focuses on science, technology, engineering and mathematics (STEM) education, as well as educating teachers on new teaching methods such as Cooperative learning, directed learning, Concept Based Learning and Problem Based Learning. In the 21st century, teachers have changed their role from teachers to facilitators, encouraging students to become active learners and learn to work with others (Bunwirat and Boonsathorn, 2018). Special characteristics of 21st Century education is developing on critical thinking,

problem solving, ability in communication and including technology in education. At the same time, inquiry-based learning has been introduced for teaching and learning in the 21st century, since it has the potential to develop students' necessary skills for future living and work (Alberta, 2004). According to Nisak and Yulkifli (2021), inquiry-based learning is considered to be capable of developing students' thinking skills, especially at analysis, evaluation and creation level of Higher-Order Thinking Skill (HOTS) of Bloom's Taxonomy, so inquiry-based learning is appropriate for 21st century education. The process of inquiry-based learning includes many scientific activities such as observation, questioning, reviewing, collecting, analyzing and interpreting data, forecasting, and discussing the results that motivate students to be more thoughtful and more active (Arsal, 2017).

At the same time, the Ministry of Education, Youth and Sport is focusing on the implementation of teaching methods that are appropriated to the 21st century. In fact, the new generation of schools is a school that has been implementing a variety of teaching methods, including Inquiry Based Learning. According to Hang Chuon (2021), based on experiences of the new generation of schools, the use of Inquiry Based Learning, students can acquire knowledge, technical and soft skills, as well as behavioral skills. This proves that Inquiry Based Learning can be used and effectively respond to the needs of 21st century education to develop the full capacity of learners to be a force for national development.

## **1.2 Statement of the Problem**

Many researchers have researched Inquiry Based Learning in science subjects such as mathematics, physics, chemistry, and biology, and there is little writing about the use of this method of teaching in social sciences especially in Moral Civics. Tan (2007), shows

that the study of moral subjects is declining, and some students are not interested in learning because they think it is useless as this subject is not in the grade 12 national exam. On the other hand, some teachers may lack the technique of teaching and teaching methods as well. In the past, almost of the teachers who taught according to the teacher-centered approach were the ones who acted more than the students in the teaching process. In this case, the teacher transfers knowledge to the students, and the students are the only ones who have to accept what the teacher transfers, and in this teacher-centered approach, the teacher is almost entirely active in the classroom. Students become inactive with almost no opportunity to practice in-depth thinking and comment on lesson content. According to Hang Chuon (2021), skills in the digital age of the 21st century require students to have critical thinking and problem-solving skills in communication, digital technology skills, collaboration skills and teamwork as well as leadership skills. Therefore, in order for learners to acquire all those skills in line with the skills of the 21st century digital age, teachers are required to incorporate any teaching method into their teaching in order to provide students with the above skills. To suit the needs of the digital social context, as well as to achieve high results of students' study of Moral Civics. At the same time, in-depth teacher-centered instruction does not play a sufficient role in providing students with the skills needed in the digital age. Because skills in the digital age require students to acquire critical thinking skills, problem solving skills, research skills, communication skills, cooperative, teamwork, etc. So only the integration of new teaching methods can help meet the needs of 21st Century. In fact, Inquiry Based Learning is a method that encourages students to learn independently by improving their thinking, research, problem solving and deepening understanding of any topic, as well as curiosity practice, in addition, increases confidence and teamwork (Walker & Shore, 2015). IBL give students more opportunities to practice than just theory. Murphy and McCormick (1997) suggest that

practice is the key to developing good problem-solving skills that can enhance many scientific skills at the same time, such as the skills of observation, inquiry, data collection, data analysis, data interpretation, reasoning and inference.

At the same time, New Generation School is a model school in the public education system that has implemented new teaching methods in the 21st century, including IBL, collaborative teaching methods, STEM, and Project based learning. In addition, the new generation schools have implemented IBL to help students think critically, solve problems, do research, and help students to practical skills that are essential for the working market in the 21st century. At the same time, there are a number of studies that have studied the teachers' and students' perceptions on the usages, the benefits and challenges of IBL in the social sciences and the sciences, but there are not any similar studies have been conducted on the moral civics yet. On the other hand, there are still no data showing how to implement IBL of teachers in Cambodia. Therefore, this research aims to find out the teachers' perceptions of the implementation of IBL and to understand the process of implementing IBL in teaching moral civics at Kouk Pring New Generation School as well as identifies the challenges that teachers face when implementing IBL.

### **1.3 Research Purposes**

The purpose of this paper is to investigate teachers' perceptions and understanding of inquiry-based learning, to indicate the ways of implementing IBL in teaching moral civics and to detail possible challenges and solution in implementing inquiry-based learning in teaching moral civics.

### **1.4 Research Objectives**

This paper aims to explore how the teachers of Moral Civics at the Kouk Pring New Generation School perceive the Inquiry Based Learning (IBL), to explore how they apply

IBL in their teaching in the class and to find out possible challenges and solution of using IBL in the Moral Civics.

### **1.5 Research Questions**

1. How did the moral civics teachers of Kouk Pring School define Inquiry Based Learning?
2. How did the teachers of Kouk Pring School use IBL in teaching Moral Civics?
3. What were the possible challenges and solutions of using Inquiry Based Learning?

### **1.6 Significance of the Study**

The results of the study are important for moral civics teacher, teacher training programs, professional development providers and any stakeholder interested in affecting instructional change. The results of this study could be beneficial for moral civics teachers, as it would help them reflect on their own practice in using IBL. Interpretation of moral civics teachers' points of view, experiences, and attitudes towards IBL could provide insight into the challenges that both teachers and students face. It might be helpful as their voices would be heard by the school administration, which would have the opportunity to think of the most effective methods and ways of overcoming the challenges in using IBL.

Furthermore, a deeper understanding of moral civics teachers' perceptions and challenges about IBL will definitely contribute to a better implementation of this learning style in the future and help teachers to better instruct their students and help them gain all the necessary skills for developing their collaborative work or teamwork. While both teachers and students benefit from using IBL, it would also be beneficial for the whole school.

## **1.7 Operational Definition of Key Terms**

Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject. (MoEYS, 2020)

Perception is a belief or opinion, often held by many people and based on how things seem. (Walter, 2008)

Moral Civics is a subject that included in Cambodia MoEYS curriculum. It is taught students to become good citizen, to live together peacefully, to be able to live up to their responsibility towards their families" happiness and to contribute to promoting social welfare. (MoEYS, 1999)

New Generation School is a new reforming school in Cambodian education which is an autonomous public school that need a strong management in managing, teaching and learning. (MoEYS, 2016)

### **Summary of the Chapter**

Based on the change of the 21<sup>st</sup> century world, education also change to be equivalent with the modern world change. In this change, educators need to change the way they teach from passive to active. In order to adapt with the change, MoEYS of Cambodia need to adapt this change specially to change the way of transfer the knowledge to the students.

This paper aims to explore moral civics teachers of Kouk Pring on IBL which focus on their knowledge of IBL, the way they apply and the challenges of IBL the faced.



In this chapter, the research focused on background of the study, statement of the problem, research purposes, research objectives, research questions, and the significance of the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 The Definition of Inquiry Based Learning**

IBL is a method of teaching in which students investigate content by asking, investigating, and answering questions (Caswell & LaBrie, 2017). Inquiry-based learning (IBL) is a student-centered teaching strategy that places learning in context through the use of relevant tasks such as cases, projects, and research (Avsec & Kocijancic, 2016). According to Avsec et al. (2014) anticipate students to work together to discover how to address a problem, build research skills, and trade-off capability. IBL is defined as a learning system that encourages students to build problem-solving and critical thinking skills (Maxwell et al., 2015). According to Guido (2017) IBL is a technique of learning and teaching that emphasizes the importance of student questions, ideas, and analyses.

Cooperative learning refers to learning methods that give students the chance to study in small groups while working together (KAPE, 2009). In this method, children learn in groups that all members have to cooperate to succeed. Students collaborate to learn and are accountable for both their own learning and that of their team members. Cooperative learning strengthens students' communication abilities and increases their capacity to succeed in the workplace and in society as a whole. There are basically four main reasons why Cooperative Learning is to be recommended (KAPE, 2009)

### **2.2 Application of Inquiry-based Learning in Teaching**

The Inquiry arc comprises four dimensions “one focused on questioning and inquiry; another on disciplinary knowledge and concepts relating to civics, economics, geography, and history; another on evaluating and using evidence; and a final one on communicating and taking action.” The basic idea is that students ask or are given compelling questions and then investigate those questions, evaluate and find evidence to answer them, and communicate their answers (Miller, 2019).

MoEYS (2020), Heather (2018) and Guido (2017) suggest that there are four levels of inquiry-based learning in science education: confirmation inquiry, structure inquiry, guided inquiry, and open inquiry. With confirmation inquiry, students are provided with the question and procedure (method), and the results are known in advance. Confirmation inquiry is useful when a teacher's goal is to reinforce a previously introduced idea; to introduce students to the experience of conducting investigations; or to have students practice a specific inquiry skill, such as collecting and recording data.

**Level 0:** Confirmation / Verification - students confirm a principle through a prescribed activity when the results are known in advance. This type typically starts by teachers' initiates to develop a question and involve students in an activity to end by results that are already known. This type is used to reinforce students' knowledge they learned and enhances their capacities to embark in further investigations.

**Level 1:** Structured Inquiry - students investigate a teacher-presented question through a prescribed procedure. In structured inquiry, the teacher develops a question and outlines procedures to be followed. Students throughout collaborative group work are asked to test, explain and analyze data with referring back to evidence.

**Level 2:** Guided Inquiry - students investigate a teacher-presented question using student designed / selected procedures. The teacher provides the students with an open research question. Students will be responsible of formulating procedures and introducing sources of data collection by themselves.

**Level 3:** Open Inquiry – students investigate topic-related questions that are student formulated through student designed/selected procedures (Herron, 1971). This type is a student-dependent investigation in which students formulate their own

questions, shape procedures, select methods of collecting data and eventually present their results for discussion and expansion.

Using the model proposed as was found (Schwab, 1962, as cited in Nadelson et al. 2014) found inquiry roles for students and teachers may often be divided into four levels. As ownership of the investigation passes from the teacher to the student, the level of inquiry rises from 0 to 3.

At Level 0, the teacher provides the questions, methodology for gathering data, and interpretation of the data.

By Level 3, the learner is working mostly independently assuming responsibility for all three inquiry elements. Further, this scheme allowed us to consistently use the inquiry concept while attending to the differences in the inquiry structure of course integrated research experiences.

**Table 1** *Schwab’s levels of inquiry*

Phases	Levels of Inquiry			
	Verification	Structured	Guided	Open
Source of the question	Given	Given	Given	Open
Data collection methods	Given	Given	Open	Open
Interpretation of esults	Given	Open	Open	Open

  

The figure consists of three horizontal triangular diagrams. The first diagram, labeled 'Self-generation requirement', shows a triangle that tapers from left to right, with 'low' at the left end and 'high' at the right end. The second diagram, labeled 'Instructional support', shows a triangle that tapers from right to left, with 'high' at the right end and 'low' at the left end. The third diagram, labeled 'Cognitive load', shows a triangle that tapers from left to right, with 'low' at the left end and 'high' at the right end.

*Note.* Given = Given by teacher, Open = Open to student.

Note. From “Effects and Prerequisites of Self-Generation in Inquiry-Based Learning,” by I. Streich and J. Mayer, 2020, *Journal of Educational Sciences*, 10 (10), p.2 (<https://doi.org/10.3390/educsci10100277>). CC BY-NC

According to Regier Educational Resources (2022) and de Jong (2006), there are five simple inquiry method steps:

- 1. Pose a question:** The first step in any investigation is to ask a question. For students, this can be challenging and recommend presenting kids some samples of inquiry questions to help with this process.
- 2. Conduct research:** The next phase in the investigation process is to conduct research and discover the solution to your inquiry question. Students can find knowledge through looking through books, publications, and the internet.
- 3. Interpret information:** After you've gathered all of the data, it's time to pick out the key facts that will help you answer the inquiry question. Students might summarize their findings in a written report.
- 4. Share learning:** Students can share the information they discover in a variety of ways. They can write it up as a question-and-answer sheet, make a poster, write a song, or give an oral presentation to the pupils.
- 5. Assess inquiry process:** Assessing student learning is an optional phase in the inquiry process. If students investigated and constructed another inquiry project, they might consider what they did well, what they struggled with, and what they would do differently.

According to Bauld (2022) and Pedaste et al. (2015b), there are five steps in applying. They are:

- 1. Orientation/Observation:** A new subject or idea is introduced by the teacher. Through study, direct instruction, and practical exercises, students investigate the subject. In this step, the goal is to stimulate students' curiosity and interest in the topic being discussed or the topic in question. In this step, the subject or

issue to be studied is presented by the instructor or may also by students. (Scanlon et al., 2011).

- 2. Question/Conceptualize:** Students develop questions related to the topic, make predictions, and hypothesize. This step is the process of understanding the problems identified in the first step. In the second step, there are two sub-steps: research questions and hypotheses. Research questions are developed based on the issues raised, and this research question is a form of investigative question (White & Frederiksen, 1998). While hypotheses are the formulation of statements related to the issues studied as well as the answers to the research questions asked (Pedaste et al., 2015b). Therefore, the result of this step is that the research question or hypothesis is investigated twice, first forming a research question and then developing a hypothesis.
- 3. Investigation:** This is the lengthiest part of inquiry learning. With the right amount of instructor assistance, students take the initiative to develop solutions, gather data to substantiate or reject theories, and carry out research. This is the step by which curiosity turns into action in response to research questions as well as hypotheses (Scanlon et al., 2011). Meanwhile, sub-steps of this step include exploration, experimentation and interpretation of data. Exploration is generally a system of investigations or research aimed at finding relationships in the slope of a relevant variable (Lim, 2004). Experiments focus on creating and implementing a strategic plan for a specific experiment with a specific timeline. During exploration and experimentation, data will be collected (Pedaste et al., 2015b). Data interpretation focuses on making sense of the data collected and synthesizing new knowledge (Wilhelm & Walters, 2006). The final result of this hypothesis testing phase focuses on interpreting the data

obtained to examine the original research question or hypothesis and to draw conclusions in the next step.

- 4. Conclusion:** Having collected information and data, students develop conclusions and answers to their questions. They determine if their ideas or hypotheses prove correct or have flaws. This may lead to more questions. This step is the process of drawing conclusions about the data or the results obtained from the experiment. In this step, researchers consider whether their original research questions or hypotheses support the experimental results (Scanlon et al., 2011). The result of this step is a final conclusion about the findings of the inquiry-based learning in response to research questions or hypotheses.
- 5. Discussion/Sharing:** All students can learn from each other at this point by presenting results. The teacher should guide discussion, encouraging debate, more questions, and reflection. This step contains two sub-steps: communication and reflection. Communication is seen as an external process in which students present, including discussing results with others and receiving feedback about others (Scanlon et al., 2011), and sometimes listening and explaining about personal understanding (Bruce & Casey, 2012). Reflection is defined as the process of reflecting on everything in the mind of the learner.

In the context of Cambodia, the researchers observed that Inquiry-based Learning has 5 steps: 1. Key questions 2. Hypothesis development 3. Action (hypothesis test) 4. Record the results 5. Discuss and conclude. According to the Ministry of Education, Youth and Sports (2020), the five steps of Inquiry-Based Learning are as follows:

Step 1: **Key questions:** The teacher presents a phenomenon or event at the beginning of the lesson to engage students and discuss, and then proceed to create key questions related to the phenomenon or event presented.

Step 2: **Develop a Hypothesis:** After creating a key question, the teacher gives the student time to answer that key question (hypothesis can be developed by the teacher in case the student is unable to make it).

Step 3: **Test a Hypothesis:** The teacher gives students time to plan the experiment based on the materials provided by the teacher, and in this step the teacher acts as a facilitator on the student experiment plan.

Step 4: **Record the results:** Students record the results of the experiment into a worksheet.

Step 5: **Discuss and conclude:** Students discuss the results of the experiment and draw a conclusion.

## **2.3 Teachers' and Students' Roles in Applying Inquiry-based Learning**

### **2.3.1 Teachers' Roles**

In IBL, the teacher's duty is to assist pupils and encourage critical thinking and curiosity (Wells, 2016). Teachers keep track of each student's development and provide prompt feedback (Jones, 1977). When it comes to the teacher's role in inquiry-based education, two distinctions are frequently used: the amount of teacher direction and type of teacher regulation. The first distinction is how much direction teachers provide in the inquiry process: does the teacher select what students do, or does the teacher offer students a lot of control in their own investigations (e.g., Donnelly et al., 2014; Furtak et al., 2012)?

According to Dobber et al. (2017), IBL divided into three categories: student-directed, teacher-directed, and mixed-direction. Based on a review of these studies, it appears that mixed or student-directed inquiry produces better results than teacher-directed inquiry (Bencze, 2010; Blanchard et al., 2010; Sadeh & Zion, 2009, 2012). However, this should be used with caution. In their classroom research, Lucero et al. (2013) concluded that it would be preferable if teachers played a less prominent role in direction throughout



the school career, but they came to the opposite conclusion. As a result, it is reasonable to conclude, for the time being, that diversification along the continuum between student-directed and teacher-directed inquiry is most desired, as indicated by Biggers and Forbes (2012).

### **2.3.2 Students' Roles**

According to NE-COMMIT/Ne-IBLM (2018) students' roles are to take on active responsibilities, including choosing how to use their time in class, starting conversations, and being accountable for their learning. When assimilating new ways of thinking and learning practices, students use contemplation in addition to active verbal and written communication. In the process of Inquiry-based Learning, students become independent learners, information explorers, key question generators, hypotheses creators, interpreting, explaining themselves, and they also organize the activities of the learning process. More personally, they have every right to express their opinions when discussing and answering questions (Answerson, 2002). Students become independent learners especially they become information researchers, key question creators, hypothesis creators, interpreters, explainers and especially they have the full right

**An active designer:** According to Gormally et al. (2009), student is an active designer. In this role, student change the role from an active follower to an active designer. In fact, at the fourth level of Inquiry-based Learning, students have the role of organizers, leaders, and overall responsibility for their entire research process (Maxell et al., 2015).

**An Explorer:** Students work collaboratively to explore scientific problems and find solutions. Students learn problem-solving and deep thinking that they can apply those skills in their daily and adult lives (Maxell et al., 2015).

## **2.4 Challenges of Applying Inquiry Based Learning in Teaching**

### **2.4.1 Challenges for Teachers**

According to Beshears (2012), teachers faced many challenges during implementation, including a lack of background knowledge in content and pedagogy, classroom management, and curriculum design and infrastructure.

- Content knowledge for the study was defined as a deep understanding of content that allowed teachers to make connections, ask questions with little preparation, and teacher confidence or efficacy in their own content knowledge. Pedagogical knowledge considered teachers overall instructional methods, and strategies and skills, with a specific focus on inquiry-based instruction. Most teachers felt that content and pedagogy were equally important, and both affected their ability to implement inquiry-based instruction. For example, teachers who reported a high level of comfort and deep understanding of their content are able to spend more time on pedagogy, which include planning and reflecting on inquiry-based lessons.
- Classroom management, as described or observed during the study, included general discipline, keeping students on task, refining and reinforcing independent student behaviors-such as task management, and planning, managing, fostering and assessing group work. Several teachers referred to the challenge of monitoring student behavior and keeping students on task, especially in larger classes. As stated by one teacher: Keeping students on task, in a big class, is a huge challenge.
- Curriculum design, particularly meeting content standards, was a challenge and they also reported that as order to make it successful, it was necessary to have certain structures in place, such as additional planning time, onsite support, and collaboration with colleagues. They also reported that planning for inquiry required a lot of preparation.

According to Adiguna and Sutapa (2019) the application of IBL in the learning process has several challenges for both teachers and students that hinder the achievement of learning goals.

- **Knowledge about IBL.** In IBL, the teacher serves as a facilitator and mentor to help students learn how to implement IBL. Additionally, the instructor must be able to guide and inspire students to do scientific studies that call for greater accuracy and focus than what they often do (Alfrey, 2016; Stergaard, 2016). According to Beshears (2012), Revealed that lacking of background knowledge is the challenge of implementing of IBL in classroom. He revealed that teachers face the challenges of lacking of background knowledge in content and pedagogy, classroom management, and curriculum design and infrastructure.
- **Lack of teaching materials:** Ramnarain & Hlatswayo (2018), show that teachers complained of lacking materials for searching such books, and the other materials for searching documents. In addition, teacher added that students do not have books or other related document to inquiry. Teachers also said that lacking of teaching materials or any resources for inquiry is the obstacles that prevent teachers not to use IBL regularly (Eltanahy & Forawi, 2019). Walker (2007) provided a list of issues teachers face with the use of IBL, including the school system, the school environments, and the individual teacher.
- **Lack of time:** teachers did not have enough time in the curriculum and did not have time to create or design materials to serve as inquiry base learning. Instructors say that IBL require the development of questions, tests hypotheses, data collection, analysis and interpretation of data that take a lot of time to implement, so they find it difficult to complete lessons in accordance with the curriculum (Ramnarain & Hlatswayo, 2018). In addition, teachers complain that they need twice as much time

to organize teaching activities that explore and facilitate students (Eltanahy & Forawi, 2019). According to a study by Beshears (2012), one participant stated that he needed enough time to plan for a lesson that used inquiry base learning. When introducing IBL, many teachers are concerned about the amount of time, it takes to design and implement, as well as the high energy expenditure of developing this methodology (Witt & Ulmer, 2010).

- **Classroom management:** Teachers expressed their concerns regarding the large number of students in the implementation of IBL. Too many students in a class cannot make IBL effectively, and it only makes it more difficult to apply IBL. That problem is difficult to manage some students who do not care about research. Although teachers have a positive view of the teaching method, the limitations of this method are focused on practice (Ramnarain & Hlatswayo, 2018).
- **Lack of motivation:** Other problems teachers face include lack of support from school management leaders and further alienation from other teachers. Therefore, collaborating with other teachers is a useful tool when implementing IBL (Maxwell et al., 2015). Moreover, Baker et al. (2008) stated that teachers who set up their first research process spend a lot of time, and their commitment to organizing their time is greatly diminished each time they prepare their lessons each year. The instructor must assist and direct the class, for instance by supplying pertinent readings and sources or by displaying tools that can be used to undertake further research (Connor, 2016). The IBL approach will be difficult for teachers to practice without strong desire, which will result in poor learning outcomes.

## 2.4.2 Challenges for Students

According to one research by Adiguna and Sutapa (2019), the application of IBL in the learning process has several challenges for both teachers and students that hinder the achievement of learning goals. For the students they face some challenges as following.

- **Students' motivation:** In this challenge, students lack motivation to get involved in the learning process (Oliver, 2015). IBL demands more motivation from students than traditional learning because it encourages them to form hypotheses and then research the data to support them. High motivation is required to produce quality results because the search process takes more time (Edelson, 1999).
- **Students' knowledge about IBL learning:** Students must be able to fully understand the teacher's directions when using the IBL approach. To ensure that the learning process goes smoothly, students must comprehend the instructions completely. Students will spend more time asking questions than actually researching the issue if they don't comprehend the directions (Oliver, 2015).
- **Students' communication skills:** Discussion is one stage of the IBL learning process. Students present the findings of their inquiry during the discussion and receive comments. Following the question-and-answer session, students consider what they learned. Students with poor communication skills will be unable to express their opinions, respond to criticism from peers and teachers, or hold onto their opinions (Østergaard, 2016). Students are difficult to adapt to Inquiry-Based Learning, as well as to get along with team members (Spronken-Smith, 2012).
- **Lack of research techniques:** In order for students to participate in Inquiry-Based Learning, they need to know how to perform the tasks that their research requires and understand the purpose of the implementation, and they need to be able to interpret the data obtained from the inquiry or research. If students do not master

these techniques, they will not be able to do research or inquiry to get good results. Khalaf (2018) also argues that students' ability to inquiry or research and observe is limited, and that in the process of Inquiry-Based Learning, students must understand the process of IBL, such as how to test hypotheses; Discuss and draw conclusions.

The other challenges that face by both teacher and student is structural support. The IBL learning approach needs support from the environment in addition to student and teacher participation for it to be successful. Students will have the time and resources they need for scientific research with the help of the school and the community (Alfrey, 2016).

### **Summary of Literature Review**

To summary, the review of the literature showed some academic and social benefits of using IBL in teaching. The researchers indicate that the ways they use IBL in the classroom which was an effective impact. Beside this, there are some challenges for the teachers in applying IBL in teaching such as limited knowledge about IBL, not enough teaching materials, insufficient time, low classroom management skills and less motivation. Event thought teachers face some challenges in using IBL in their teaching, they also have possible solution for them.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Research Design**

A qualitative research design has been chosen for this study. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (nonnumeric) data to gain insights into a particular phenomenon of interest (Mills, 2016). Qualitative research methods provide the opportunity to gain valuable information from participants on the phenomenon when very little is known about it. The researcher used qualitative research design to explore teacher perceptions of Kouk Pring's moral teachers about IBL, their views and considerations of the benefits and challenges of using IBL. Moreover, this research design allows me to directly contact participants, which may provide insight into very important details that quantitative research can miss. Qualitative research method also best answers the research question of this study: How KP moral teachers understand IBL. A case study approach has been chosen for this research when the researcher wants to answer a descriptive question (e.g., what happened?) or an explanatory question (e.g., how or why did something happen?) (Mills, 2016). "Case study research is a type of qualitative research design in which researchers focus on a unit of study known as a bounded system" (Mills, 2016). It is a single case study of one KP NGS.

### **3.2 Sample Size and Sampling Technique**

The research was conducted in Kouk Pring New Generation School in Cambodia because this school is a new generation institution, and the new methodologies especially inquiry-based learning is being applied by the teachers there.

This study included a sample of all moral civics teachers to participate in an interview to explore teachers' perception on using IBL in teaching moral civics and

challenges they faced and aim to address all research questions. The interviews were conducted with all of moral civics teachers who used to apply IBL in their teaching.

### **3.3 Research Instrument**

Interview was used to collect data from participants. It provided me with in-depth and context-rich perceptions of participants regarding IBL. The advantage of the interview is that it allows teachers to describe detailed information on their perceptions of inquiry-based learning, its benefits and challenges. Moreover, the interview makes it possible to have better control over the types of information received, as “the interviewer can ask specific questions to elicit this information” (Creswell, 2014). **Semi-structured interview** was chosen because it provided me with the opportunity “to delve deeply into a topic and to understand thoroughly the answers provided (Harrell & Bradley, 2009). Semi-structured interviews included a clear guide with interview questions; however, the order of the questions could be changed and probes could be provided “to ensure that the researcher covers the correct material” (Harrell & Bradley, 2009). During the interview teachers were asked mainly closed questions, however, when necessary open-ended questions were also asked, so that “the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings” (Creswell, 2014). Open-ended questions helped participants to create many different options for responding. The interview type was one-on-one. One-on-one interviews are convenient due to more intensive contact between the researcher and the participants. Moreover, the participants were free to comfortably express and share their ideas.

### **3.4 Data Collection Procedure**

An interview protocol with appropriate questions was prepared. I informed participants that they could withdraw their participation from the study at any time without



penalty. Each interview lasted approximately an hour in Khmer, as all the chosen participants spoke Khmer. **I agreed to meet the participants at a time convenient for them.** The interviews were conducted online because they were busy with their work, so they asked to interview online instead. Before interviewing, all three participants were introduced to a written consent form and then signed the form. The interviews started with my explanation of the purpose of the study, the possible benefits for them and the confidentiality issues. Each teacher was interviewed once, and all the conversations were audio-recorded on my mobile and computer with the permission of the participant.

### **3.5 Data Analysis**

This section presents the analysis of the gathered data. The audio-recording interviews were stored in my computer. Then I converted all audio-recordings into text data. In order to make sense of this text, I read through each transcript and highlighted the main ideas. The next step was the coding process. According to (Creswell, 2014), “Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data”. I divided the text into several segments, labeled them with codes and organized these codes into major themes (thematic analysis). Then these themes were analyzed and framed according to the research questions of this study. Lastly, research findings were compared with the literature.

### **3.6 Ethical Considerations**

To conduct this study, ethical approval was attained in the preparation stages of the study. This study was conducted by putting great attention on confidentiality and anonymity. The consent letter was given to the school principal for this study. The question guides labeled appropriately to indicate that the respondents could respond at their own volition. The study participants were informed about the study purpose and were suggested

to answer the questions anonymously. They were given rights or feel free to skip any item or questions that they did not wish to answer or think they were demotivating or upset.

### **Summary of the Chapter**

A qualitative method is used in this research with the sample size of all moral civics teachers who teaching at KP NGS. A Semi-structured interview, one on one interview, open ended questions, audio-recorded and questionnaires are used to as research instrument and data collection procedure. After gathering data, researcher prepare the text into several segments, labeled with codes and organized these codes into major theses-thematic analysis, which based on the research question and finally compared the findings with the literature reviews

## CHAPTER 4: RESULTS

This chapter will show the result of the paper which presents from the data analysis. There for, the result in this study has presented the evidence from the participants through in-dept interview. There are four parts of the result category which are demographic information, teachers' understanding of IBL and implementing in Moral Civics, Challenges and solutions of using IBL in classroom, and teachers' perceptions of using IBL in Moral Civics.

### 4.1 Demographic Information of Participants

The present study was conducted through qualitative research method. The researcher collected the information from the three teachers (two male teachers and one female teacher) who are the teachers of Moral Civics subjects and use IBL in their teaching.

Table 1

*Gender, Age, Subject major, Teaching Experience, Number of classes and Grade*

Code	Gender	Age	Subject major	Teaching Experience	Number of classes	Grade
T1	M	27	Moral Civics	7	2	8
T2	M	30	Moral Civics	2	8	7, 8, 9
T3	F	28	Moral Civics	3	5	10, 11, 12

*Note. There are three teachers who participated in the study.*

### 4.2 Teachers' Understanding of IBL and Implementing in Moral Civics

The first research question asked about the ways Moral Civics teachers of KP NGS got the information about IBL and general information of IBL. Based on the responses from teachers, who teach moral civics showed that they got the information of IBL from various ways. Two moral civics teachers said that they got IBL from pre-service training program at National Institute of Education (NIE) and one moral civics teacher said he got IBL from pre-service training program at Regional Teacher Training Center of Kampong Cham Province (RTTC). One of the three moral civics teacher also responded that he got IBL

from MBA in educational sciences and he also got IBL from school base mentoring program. The following answers are responded by all moral civics teachers that they had gotten the information of IBL from pre-school orientation course by KAPE at their head school KoukPring New Generation High School, short courses provided by MoEYS, both online and offline, books, seminar or workshop.

To sum up, the finding of the first research question indicated that KP NGS's moral civics teachers got IBL from various sources especially they got IBL from pre-service training program at National Institute of Education (NIE) Regional Teacher Training Center of Kampong Cham Province (RTTC).

#### **4.3 The Process of Implementing IBL in the Class**

The second research question asked how moral civics teachers of Kouk Pring School use the Inquiry Based Learning method in teaching Moral Civics.

T1 responded that first he shows common problems to students. Second, he creates key questions. Third, he asks students to observe by reading and researching from various sources of information. Fourth, he asks students to explain the research information on the problem or topic. And finally, he asks students to reflect, evaluate to make sure that students understand the topic or not.

T2 responded that first he sets key questions. After that he ask students to develop hypotheses and select the most appropriate hypothesis. Then he has students search for different data sources. Next, he allows students to synthesize or analyze the results to see if their result suit for hypotheses, and finally, he asks students to make inferences.

T3 responded that first process is to present phenomena, images, or videos. Then he asks students to create key questions by inspiring key questions. Next, he asks students to create hypotheses. After that he asks students to collect data or analyze data that we

needed to research. And finally, he asks students to conclude and reflect the objectives of the lesson.

In short, the finding for research question two showed that they apply five steps in their teaching moral civics.

#### **4.4 Challenges and Solutions of Using IBL in the Classroom**

Although IBL method provides some benefits in teaching and learning Moral Civics, it still consists of some challenges for both teachers and students. Those challenges that they faced while teaching and learning are insufficient time. Teachers had to follow and told students all steps of the learning process, so they could not complete the whole contents of the lesson and also, they could not divide students to work well with each other because students had different backgrounds of knowledge. And when asking about challenges students face during the implementation of IBL, all teachers responded that students could not explain the data they had collected well, they could not control the time working with each other, students did not understand about this method, students could not find sufficient information, students did not know how to measure and to analyze data; students just concluded from the students' conclusions, which were contrary to the purpose of the lesson or key questions, and they felt difficult to find clear data.

The solution for the teachers' challenges were they only taught the important parts, and the less important parts were assigned for students to do/read by themselves. For student division and interpretation, teachers should use Jigsaw strategies by dividing students into small groups, which is easy to manage, and making students responsible for group questions or topics. Students do not know how to interpret, and teachers persuade students make small mind maps to make it easier for them to interpret the topic. To time management, teachers need to set specific time for teamwork. Students do not understand the method: explain and give examples. Students find less information, ask students to share

responsible points to find through smartphones and teachers can show the source of the document or provide documents to support students' work.

Ooh! The challenges I met are teaching incomplete contents of the lesson (not all points of the lesson, teaching only the main points of the lesson), student division, research and interpretation (unequal student knowledge), time management (insufficient time, students do not finish on time). For students, less cooperative (some students are less cooperative in the group), students find it difficult to explain what they find (research is difficult to explain). (T1)

Ooh! for teachers: Too little time, cannot finish all teaching steps. For students, students do not understand this method, they cannot think deeply, find less information, students cannot make assumptions because too little time is difficult to find (spend a lot of time searching for data). (T2)

For teachers, it takes a lot of time to explain to students the process of facilitating every step of the way. For students, students do not know how to measure, do not know how to analyze data, students only infer from the students' ideas, inferences are not correct for the purpose, and difficult to find clear data. (T3)

#### **4.5 Teachers' Perceptions of Using IBL in Moral Civics**

All participants mentioned that IBL is a good teaching method that can be applied in teaching moral civics subject and they recommended other moral civics teachers to use this method because this method helps students to have the ability to think, find information, share knowledge, especially to solve problems that occur in society. Moreover, this method is an active teaching method and it can build new knowledge through existing knowledge. This method is very good because some lessons show real

reasons why students can experiment and find real-life data. Can link real information related to problems and solutions. Students know how to research true and false information. Students have mastery over the lessons, students can gain wisdom to apply in daily life and can solve problems.

Finally, all moral civics teachers suggested that teachers need to create key questions that are easy to understand and contextual in everyday social situations, and teachers need to have small questions to accompany them when students have difficulty solving key questions. The teacher must tell the students the key to finding information or sources of information. The teacher facilitates the students' answers to avoid possible mistakes in their answers. Teacher should look at the lesson carefully, grasp the objective, whether it fits the method or not, need to find out more about the method in more depth. Finally, teacher should apply this method to the right level of students' knowledge.

Moral teachers should use this method because this method helps students have the ability to think, find information, share knowledge, especially to solve problems that occur in society. This method is an active teaching method and builds new knowledge through existing knowledge. Teachers need to create key questions that are easy to understand and contextual in everyday social situations, and teachers need to have small questions to accompany them when students have difficulty solving key questions. The teacher must tell the students the key to finding information or sources of information. The teacher facilitates the students' answers to avoid possible mistakes in their answers.

(T1)

Inquiry Based Learning method is an appropriate method for the moral civics subject, because morality is a subject that presents problems that occur in real

society, making it easier for students to find solutions. He added that the more you use this method, the better, because it is a good method that can lead you to achieve the objectives of the lesson, students can by themselves and be able to apply in real life. I suggest that all moral teachers look at the lesson carefully, grasp the objective, whether it fits the method or not, to find out more depth on IBL. (T2)

Inquiry based learning methods is an appropriate approach for Moral civics, as some lessons illustrate the real reasons that students can experiment and find real-life data, connect real information to problems and solutions, know how to research real and false information. Students have mastery over the lessons, students can gain wisdom to apply in daily life and can solve problems. He added that moral civics teachers should use this method because it gives them research skills, ownership and responsibility on the job. He suggested that in order to implement this method better, teachers need to look at lessons that can be used in conjunction with the diligent method to apply the correct level and according to the level of knowledge of students. (T3)

### **Summary of the Chapter**

After collected the data from the participants, the result shown that moral civics teachers of KP NGS used IBL in their teaching. The information about IBL they got from different sources but the best sources for them are National Institute of Education (NIE) and Regional Teacher Training Center (RTTC). They show their benefits of using IBL yet they also met some challenges such as insufficient time, they cannot complete the whole contents of the lesson, students do not have the same background of the knowledge, and they cannot control students' behavior. The solution for them were taught the important



parts of the lesson and assigned students to read the rest of the lessons, teacher persuade students to make small mind maps to make the topic easier to interpret. And to time management, teachers need to set specific time for groupwork and explain and give examples for them if they do not clear the method.

## **CHAPTER 5: DISCUSSION**

Based on the literature review and the result of the interview from the participants, researcher revealed some points of discussion as following.

### **1. The Meaning of IBL**

Based on the result of teachers' perception on IBL meaning, they defined that IBL is a method to teaching by asking questions to find answers. This finding is similar to Guido (2017) explained that IBL is a technique of learning and teaching that emphasizes the importance of student questions, ideas, and analyses. In addition, this finding is also similar to Caswell & LaBrie (2017) explained that IBL is a method of teaching in which students investigate content by asking, investigating, and answering questions.

### **2. The Process of Implementing IBL in the Class**

Based on teachers' perceptions of processing IBL in the classroom of moral civics, two of the three participants said that first he proposed the common problems, then he created the question by himself, next he asked students to observe, after that he asked students to explain and finally, he asked students to reflect and evaluate. It means that in his teaching he uses the level 2 of IBL in his teaching, because he proposed or created questions by himself, he asked students to research, and to reflect or evaluate the result. This finding is consistent with Schwab, 1962, as cited in (Nadelson et al., 2014) suggested that IBL level 2 the source of the question is given by teacher, data collection methods and interpretation of result are opened to learner. One participant of all said that first he presented phenomena, images, or videos. Then he asked students to create key questions by inspiring key questions. Next, he asked students to create hypotheses. After that he asked students to collect data or analyze data that we need to research. And finally, he asked students to conclude and reflected the objectives of the lesson. It means that in his teaching, he used IBL level 3, because all the process of learning is driven by students. This finding

is consistent with Schwab 1962 (as cited in Nadelson et al. 2014) suggested that in IBL level 3, the source of the question, data collection methods and interpretation of result are opened to learner.

### **3. The Challenges of Using IBL in Classroom**

All of participants said they faced some challenges such as too little time and they could not complete the whole lesson (just complete the important points of the lesson). This finding is similarly to Ramnarain & Hlatswayo (2018) explained that teachers did not have enough time in the curriculum and did not have time to create or design materials, to develop questions, tests hypotheses, to collect data, to analyze and interpret data, difficult to complete lessons. Two of them said that they have less background of pedagogical knowledge. This finding is similar to Alfrey (2016), Stergaard (2016) and Beshears (2012) explained that the instructor must be able to guide and inspire students to do scientific studies that call for greater accuracy and focus than what they often do, so lacking background knowledge is the challenge of implementing of IBL in classroom. In addition, based on Elatanahy & Forawi (2019) explained that teachers much time to organize teaching activities that explore and facilitate students.

For students' challenges, all of them said that students were not familiar with knowledge of method. This finding is similarly to Oliver (2015) explained that Students must be able to fully understand the teacher's directions when using the IBL approach. To ensure that the learning process goes smoothly, students must comprehend the instructions completely. Students will spend more time asking questions than actually researching the issue if they don't comprehend the directions. T1 said that students face some challenges such as students are less cooperative. This finding is similarly to Østergaard (2016) explained that students with poor communication skills will be unable to express their opinions, respond to criticism from peers and teachers, or hold onto their opinions.

## **Summary of the Chapter**

IBL is a technique of learning and teaching that emphasizes the importance of student questions, ideas, and analyses. One more, IBL is a method of teaching in which students investigate content by asking, investigating, and answering questions. The usage of IBL in teaching moral civics follow the steps such as setting the question, observing, explaining, reflecting and evaluating. Even moral civics teachers at KP NGS used IBL in their teaching, they also fact some challenges such as less background of pedagogical knowledge, little time that not to create or design materials, to develop questions, tests hypotheses, to collect data, to analyze and interpret data, difficult to complete lessons.

## **CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS**

### **6.1 Conclusion**

Inquiry based learning known as teaching and learning method which searching for knowledge through questions. This presents study aimed to identify the teachers' perception towards teaching moral civics through IBL with focus on teachers' understanding meaning of IBL, the way KP teachers implementing IBL in teaching moral Civics and possible challenges and solution of implementing IBL in teaching moral civics. The result indicated that IBL is the teaching and learning method that students acquire knowledge through questions. Moreover, teachers used IBL in the classroom of moral civics because IBL can bring the useful benefits and a deeply understanding of the lessons for students. In addition, teachers also face some challenges in implement IBL in teaching moral civics such insufficient time, less content and pedagogical knowledge and so on. Not only teachers but also students face such challenges, students have less communication with their group.

In conclusion, moral civics teacher of KP NGS got IBL from various sources such as teacher training program at RTTC and NIE, pre-school orientation courses, short courses and so on. For the implementing IBL, they use different level of IBL base on students' level and they sometimes meet some challenges of implementing IBL in their teaching yet they recommended the other moral civics teachers to apply IBL in class.

### **6.2 Limitations of the Study**

There were some limitations in this study to scope my study. First, the research sample only presents to Moral Civics teachers at Kouk Pring High School where located Svay Prohout Village, Kouk Pring Commune, Svay Chrum District, Svay Rieng Province so, it cannot generalize to the whole school. Second, this study planned to collect data from Moral Civics teachers who used IBL in their teaching. Third, this study mainly focused on

teachers' perception toward using IBL in teaching Moral Civics. The variable of this study focuses on demographic information, teachers' understanding of IBL and implementing in Moral Civics, challenges of using IBL in classroom, and teachers' perceptions of using IBL in Moral Civics. The finding cannot be generalized for all schools in the whole country, it specifically represented only the sample school.

### **6.3 Recommendations**

Even moral civics teachers meet some challenges in applying IBL in teaching, These challenges can be solved by provide more time on teaching used IBL, give more time to students to search for more information and give them a clear guideline on their process.

Implication: The result of this finding can be useful for the teachers and educators to find out teaching method that can attract students to learn moral civics and to get deep knowledge of moral civics. In addition, it provides the information for the Pedagogical school to provide the training for the teacher trainee and the teachers to use teaching methodology how to use IBL to teach moral civics.

Further research: This study done with teachers' perception for only moral civics teachers who have experience in using IBL in their teaching. Hence, further research should research from other moral civics teachers of other NG schools. Moreover, the next researcher should conduct the next research by using a big sample size of respondent in the difference NG school as order to get the deep information from the teachers.

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## **APPENDIX A: QUESTIONNAIRE**

### **Questionnaire for Teachers (in English)**

#### **New Generation Pedagogical Research Center**

#### **Master of Education in Mentoring**

**Topic:** Moral Civics Teachers' perceptions of Inquiry Based-Learning:

Case Study at Kouk Pring New Generation School

I am SOENG Kimseng, a first-cohort trainee of Master of Education in Mentoring at New Generation Pedagogical Research Center. The main purpose of this in-depth interview is to investigate Moral Civics teachers' perceptions on implementing Inquiry Based-Learning approach (IBL) in teaching Moral Civics Subject. The participants are selected to join in this study and they have rights to skip the questions that they feel uncomfortable to give answers within the interview. More importantly, participants will be safe at whatever they answer. The information will be kept privately and anonymously.

#### **I. Demographic Information**

1. Name: \_\_\_\_\_
2. Gender: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Subject major (s): \_\_\_\_\_
5. Teaching experience \_\_\_\_\_ (year)
6. Number of classes: \_\_\_\_\_
7. Grade (s): \_\_\_\_\_

## **II. Teachers' Understanding of IBL and Implementing in Moral Civics**

8. Have you ever heard about IBL approach? If yes, where you get the information?
9. In your opinion, what does IBL mean?
10. Have you ever heard about the levels of IBL? If so, what are they? At what level of IBL do you think you have used in the classrooms?
11. Could you please describe the process of IBL, which you have implemented?
12. Could you please describe your roles and your students' roles in IBL procedure?

## **III. Challenges of Using IBL in Classrooms**

13. In your opinion, what are the challenges of IBL in teaching and learning?
  - A. For Teacher:
  - B. For Students:

14. How to you solve these challenges? Please explain them clearly.

## **IV. Teachers' Perceptions of Using IBL in Moral Civics**

15. Do you think IBL is a suitable approach in teaching Moral Civics? Why or why not?
16. Would you recommend IBL to other teachers? Why or why not?
17. Do you have any comments or suggestion to improve your practice of implementing IBL? If you do, please describe it in details.

*Thank you for spending your time to participate in this interview.*

Questionnaire for Teachers (In Khmer)

កម្រងសំណួរសម្ភាសន៍

បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស៖ ប្រឹក្សាគរុកោសល្យ  
ប្រធានបទ៖ ការយល់ឃើញរបស់គ្រូបង្រៀនឯកទេសសិល្បៈវិជ្ជាសិល្បៈ  
ការប្រើប្រាស់វិធីសាស្ត្របង្រៀនតាមបែបវិវេកក្នុងការបង្រៀនមុខវិជ្ជាសិល្បៈ  
ករណីសិក្សា វិទ្យាល័យគោកព្រិច ជំនាន់ថ្មី

ខ្ញុំបាទឈ្មោះ ស៊ីង គឹមសេង ជាគរុនិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ គោលបំណងនៃកិច្ចសម្ភាសន៍ស៊ីដេម្រានេះគឺដើម្បីសិក្សាស្វែងយល់លើប្រធានបទ «ការយល់ឃើញរបស់គ្រូសិល្បៈ ធម៌ទៅការការប្រើប្រាស់វិធីសាស្ត្របង្រៀនតាមបែបវិវេកក្នុងការបង្រៀនមុខវិជ្ជាសិល្បៈ»។ លោកគ្រូ អ្នកគ្រូដែលអញ្ជើញចូលរួមក្នុងកិច្ចសម្ភាសន៍នេះមានសិទ្ធិក្នុងការរំលងសំណួរដែលលោកគ្រូ អ្នកគ្រូមានអារម្មណ៍ថាមិនពេញចិត្តនឹងផ្តល់ចម្លើយ។ ម្យ៉ាងវិញទៀត ចម្លើយរបស់លោកគ្រូ អ្នកគ្រូគឺនឹងត្រូវរក្សាការសម្ងាត់ និងសម្រាប់តែកិច្ចការស្រាវជ្រាវនេះតែប៉ុណ្ណោះ។

I. ព័ត៌មានផ្ទាល់ខ្លួន

- ១.ឈ្មោះ.....
- ២.ភេទ.....
- ៣.អាយុ.....
- ៤.មុខវិជ្ជាឯកទេស.....
- ៥.បទពិសោធន៍បង្រៀន..... ( ឆ្នាំ )
- ៦.ចំនួនថ្នាក់.....
- ៧.កម្រិតថ្នាក់.....

II. ចំណេះដឹងរបស់គ្រូចំពោះវិធីសាស្ត្របង្រៀនបែបវិវេក និងការអនុវត្តក្នុងមុខវិជ្ជាសិល្បៈ ពលរដ្ឋ

៨.តើលោកគ្រូអ្នកគ្រូធ្លាប់ឮវិធីសាស្ត្របង្រៀនតាមបែបវិវេកដែរឬទេ? ប្រសិនបើធ្លាប់ តើលោកគ្រូ អ្នកគ្រូទទួលបានព័ត៌មានពីវាពីប្រភពណា ?

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៩.តាមគំនិតរបស់លោកគ្រូ អ្នកគ្រូ, តើការបង្រៀនតាមបែបវិវេកគឺជាអ្វី?

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IV. ការយល់ឃើញរបស់គ្រូចំពោះការប្រើប្រាស់វិធីសាស្ត្របង្រៀនតាមបែបរិះរកក្នុងមុខវិជ្ជាសីលធម៌

១៥. តើលោកគ្រូ អ្នកគ្រូគិតថាវិធីសាស្ត្របង្រៀនតាមបែបរិះរក គឺជាវិធីសាស្ត្រដែលសមស្របក្នុងការបង្រៀន មុខវិជ្ជាសីលធម៌ដែរឬទេ ? ហេតុអ្វី ?

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១៦. តើលោកគ្រូ អ្នកគ្រូគួរតែផ្តល់អនុសាសន៍ដល់គ្រូដទៃ ឱ្យប្រើវិធីសាស្ត្រនេះដែរឬទេ ? ហេតុអ្វី ?

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១៧. តើលោកគ្រូ អ្នកគ្រូ មានមតិយូក៏អនុសាសន៍ដើម្បីពង្រឹងការអនុវត្តវិធីសាស្ត្របង្រៀនតាមបែបរិះរកដែរឬទេ ? បើមាន សូមលោកគ្រូលោកអ្នកជួយបរិយាយ។

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សូមអរគុណចំពោះការចំណាយពេលវេលាដ៏មានតម្លៃក្នុងការចូលរួមកិច្ចសម្ភាសន៍នេះ!!!

# Empowering educators with ethical and evidence-based practices



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